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ABSTRACT

This guide gives adult educators and trainers in the literacy field concrete suggestions and alternatives for their work. It provides historical and evolutionary frameworks they can use to shape a new philosophy of adult literacy and improve their practice. Part 1 looks at literacy through the eyes of society, describing myths, rhetoric, and stereotypes and placing particular emphasis on the media (chapter 2) and political parties (chapter 3). Part 2 looks at literacy through the eyes of practitioners. Chapter 4 assists them in rethinking educational approaches and suggests ways to restructure entire classrooms, programs, and institutions around learners' interests and practitioners' strengths. Chapter 5 explores the hidden curricula found in many commercial texts used in literacy and discusses possible solutions. Part 3 looks at the field through the eyes of at-risk and potential learners. Chapter 6 suggests specific steps to address the critical issue of at-risk learners who drop out. Chapter 7 offers suggestions for adults who resist programs altogether. Part 4 shows how action research by practitioners can be used to test ideas, create knowledge, and advocate for change. Chapter 8 outlines a multistate model for action research. Chapter 9 is an appeal to practitioners to rededicate themselves to advancing the field. Appendixes contain the following: a prior schooling and self-perception inventory, 22 resource organizations, 400 references, and name and subject indexes. (YLB)

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